PARTNERS IN EDUCATION
2014 ANNUAL MEETING
The Kennedy Center

THURSDAY, FEBRUARY 13

8:00—9:00 AM
Breakfast & Partnership Agreement Work  Salon 4

9:00—10:00 AM  SESSION 3
Morning Meeting: Research  Salon 4

10:00—10:30 AM
Networking Break

10:30 AM—12:30 PM  SESSION 4
Concurrent Sessions
A. Advocacy: How Can I Be More Effective?  Studio E
B. Arts-Based Instructional Strategies  Studio B
that Work: What Research Tells Us
C. Education Directors’ Roundtable  Studio C
D. Facilitating Arts Integration Learning in the Classroom  Salons 5/6
E. Rethinking the Arts and the Common Core:  Studio D
The Illuminating Standards Project

F. What Does it Look Like and How Does it Work?  Studio F
The Development of an Arts Integration School (Session One)

The Kennedy Center
THURSDAY, FEBRUARY 13

12:00—2:00 PM
Lunch On Your Own

12:15—1:30 PM  SESSION 5
Appointments with Barbara Shepherd
Boardroom

2:00—3:30 PM  SESSION 6
Concurrent Sessions
A. The Kennedy Center Research Agenda: How to Evidence the Impact of the Arts
   Studio E
B. How the Arts Prepare Students for the Future: Research from Hawai'i
   Salons 5/6
C. Learning from Each Other: Bright Ideas from Partnership Teams
   Salon 4
D. Bringing Change Home: Intensive Planning to Realize "Next Steps" for Your Partnerships (Session One)
   Studio F

3:30—5:00 PM
Break

THURSDAY, FEBRUARY 13

5:00 PM
Meet in the Hotel Lobby to Board Buses to the Kennedy Center

5:45—7:15 PM  SESSION 7
Dinner at the Kennedy Center
Kennedy Center
Atrium & Foyers

7:30—10:00 PM  SESSION 8
Kennedy Center Performance: Peter and the Starcatcher
Kennedy Center
Eisenhower Theater

10:00 PM
Meet in the Kennedy Center Hall of Nations to Board Buses to the Hotel

Open your program book for the full schedule.
Stop by the LOUNGE in Salons 1/2.

See page 3 of your program book for more information.

Sign up for

APPOINTMENTS WITH BARBARA

-and-

TRIVIA NIGHT

at the Registration Desk today!
Want to get online?

The WiFi password is **KCED14**

*See page 4 of your program book for more information.*

Traveling to the Kennedy Center?

Don’t forget to bring your:

- **NAME BADGE**
- **DINNER TICKET**
- **PERFORMANCE TICKET**
- **GIFT SHOP COUPON**
If you do, you’ll get a button (or two).

Looking for a place to eat lunch?

See page 72 of your program book for a local map and list of restaurants.
Download the Annual Meeting App!

See page 4 of your program book for more information.

Looking for resources?
Visit the Annual Meeting website!

- Session Handouts
- Annual Meeting Resources
- Advisory Committee Information
- And more!

www.kennedy-center.org/annualmeeting

See page 4 of your program book for more information.
PARTNERS IN EDUCATION
2014 ANNUAL MEETING

The Kennedy Center

HOW WE LEARN

RESEARCH

The Kennedy Center
slow learning in fast times

steve seidel

kennedy center partners in education annual meeting

washington, d.c.

february 13, 2014

Standards in this domain:

- [ ] CCSS.Math.Content.HSS-MD.A.1
- [ ] CCSS.Math.Content.HSS-MD.A.2
- [ ] CCSS.Math.Content.HSS-MD.A.3
- [ ] CCSS.Math.Content.HSS-MD.B.5
- [ ] CCSS.Math.Content.HSS-MD.B.6
- [ ] CCSS.Math.Content.HSS-MD.B.7

Calculate expected values and use them to solve problems

- [ ] CCSS.Math.Content.HSS-MD.A.1 (a) Define a random variable for a quantity of interest by assigning a numerical value to each outcome; graph the corresponding probability distribution, and find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected number of correct answers if all guesses are random.
- [ ] CCSS.Math.Content.HSS-MD.A.2 (b) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
- [ ] CCSS.Math.Content.HSS-MD.A.3 (c) Develop a probability distribution for a random variable defined by a random process; find the expected value. For example, find the theoretical distribution of numbers of heads in a random number of fair coin tosses; find the expected number of heads after 10 tosses.
- [ ] CCSS.Math.Content.HSS-MD.A.4 (d) Develop a probability distribution for a random variable defined by a random process; find the expected value. For example, find the theoretical distribution of a binomial random variable; find the expected number of heads after 10 coin tosses.

How many TVs would you expect to find in 100 randomly selected households?
“we are slow to learn.”
some virtues, vagaries, and values of slow learning:

- curiosity
- wondering
- intentionality
- passion (and the responsibility to engage in practicing passion)
- perseverance
- dependence on our senses
- getting lost (or just going where you’ve never been or didn’t plan to go)
How We Learn

Rae Takemoto & Susana Browne

The Kennedy Center

Mele Aloha
Aloha (Aloha)
Aloha (Aloha)
Aloha to you (Aloha, Aloha to you)
Aloha to you (From my heart, my love for you)
We’re going to have some time together for awhile
And it really feels so good to see your face with a smile
Aloha to you (Aloha, Aloha to you)
Aloha to you (From my heart, my love for you)
Aloha, Aloha to you
Aloha, Aloha to you
Aloha, Aloha to you
How To Make A Successful Arts Integration Video

From Hawaii 1995 Team

Know your audience and your purpose
Keep it short, simple and straightforward.
Never over 5 minutes.

Focus on the students.
No talking heads unless it is a teacher speaking for 15 seconds or less.
To get good sound bites – testimonials – use the round table technique with teachers, students, and parents. Small group of 2-8 is good. Ask them questions and listen for nuggets.

From our videographer, Stuart Hirotsu, “Our success is because we have great teaching artists, enthusiastic teachers, engaged students, and a producer who is willing to shoot a lot.”
Research

From "Old Schooled: You Never Stop Learning Like a Child" - David Robeson

http://bit.ly/HowWeLearn1
From Ed Reiner

“How We Learn Something New”


REFLECTION QUESTIONS

1. Do you agree with these four stages of learning a skill? Are there other stages you would add?

2. How might this theory impact how you teach others a new skill?
ANNUAL MEETING GAME

Focus for the Day Button

Networking Buttons

ANNUAL MEETING GAME

Activity Buttons
CONCURRENT SESSIONS

10:30 AM—12:00 PM

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See page 21-26 of your program book for more information.